1. Please list existing national laws, regulations and policies establishing norms and standards for quality of education in your country. Please also include any guidelines on the quality of education.

At the national level there are the following regulations:
- The Framework Law on Higher Education (Official Gazette of BiH, No. 59/07), the amendment to this Law (Official Gazette of BiH, No. 59/09) This Law established the Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina which adopted the document titled „Decision on minimal standards in higher education in Bosnia and Herzegovina“ (“Official Gazette of BiH” No. 100/11); Decision on criteria for accreditation of Higher education institutions in Bosnia and Herzegovina (“Official Gazette of BiH”, No. 75/10) and Instruction on Modality of Assessment of Harmonisation of Accreditation Decisions with Minimum Standards in the field of Higher Education and Criteria for Accreditation of Higher Education Institutions in Bosnia and Herzegovina, etc;
- The Framework Law on Primary and Secondary education in BiH (Official Gazette of BiH, No. 18/03);
- The Framework Law on VET in BiH (Official Gazette of BiH, No. 63/08);
- The Framework Law on Preschool upbringing and education in BiH (Official Gazette of BiH, No. 88/07);
- The Law on the Agency for Preschool, Primary and Secondary Education (Official Gazette of BiH, No. 88/07);
- „Decision on the adoption of documents required for further implementation of the Bologna Process in Bosnia and Herzegovina“(Official Gazette of BiH, No. 13/08).

In addition to the state-level laws, the following documents and strategies were also adopted:
- „Strategic Guidance for Development of Preschool Upbringing and Education in Bosnia and Herzegovina“, from 2005;
- „Strategy for Development of Secondary Vocational Education and Training in BiH for the period 2007-2013“, from 2007 („Official Gazette of BiH“, No. 65/07);
- „Strategic Guidance for Development of Education in Bosnia and Herzegovina with Implementation Plan 2008-2015“ (“Official Gazette of BiH, No. 63/08);
- The joint project by the European Commission and the Council of Europe in 2006- 2008 „Strengthening of Higher Education in Bosnia and Herzegovina“ has contributed to development of important instruments for application of the Bologna principles. More precisely, these are seven significant documents, required for accession of Bosnia and Herzegovina to the European Higher Education Space, specifically: Framework for Higher Education Qualifications in BiH, Recommendations for Implementation of the Framework for Higher Education Qualifications in BiH, Standards and

- The joint project by the European Commission and the Council of Europe in 2003-2005, “Modernization in Administration and Management of the Universities in BiH” developed the document Prototype of Statutes for Integrated Universities;

- “Reform of General Education” CARDS 2001 project (2003-2005) - Through the co-ordination activities within BiH on the reform, the EC provided assistance to the following key issues: Functional Review of the Education Sector in Bosnia and Herzegovina and Action developed Plan for Public Administration Reform of the Education Sector in BiH drafted; Curriculum reform (Framework Curriculum, Syllabi for Mother Tongue for primary education, grade 3, 6 and 9; Syllabi for Mathematics for primary education, grade 3, 6 and 9; Syllabi for Mother Tongue for gymnasia education, final grade; and Syllabi for Mathematics for gymnasia education, final grade; Curriculum Implementation Guidelines) and developed Framework Matura document, Matura Examination Standards in Mathematics, Matura Examination Standards in Mother Tongue, Matura Guidelines;

- Document “Development of School Management in BiH”, drafted under the CES project in 2006, is a compilation dedicated to inclusive education, aimed at contributing to improved quality of education in BiH through development and creation of education policy, administration and school management. Apart from this document, other relevant documents in this area were also developed under the same project;

- „Roadmap and Plan of Activities for Inclusion of Bosnia and Herzegovina into EU Programs for Life-Long Learning and Youth in Action for the Period 2007-2013” („Official Gazette of BiH”, No. 74/08);

- “Baseline of Qualification Framework in Bosnia and Herzegovina” (“Official Gazette of BiH”, No. 31/11);

- “Strategy of Entrepreneurial Learning on Education Systems in BIH in the period 2012-2015 with of implementation plan” (to be adopted).

Also, education authorities on level of entities, cantons and Brcko District have their own regulations establishing norms and standards for quality in education which are in line with the Framework Laws on all levels of education.

2. Please describe briefly applicable norms and standards and minimal requirements, especially with regard to the following:

a. School infrastructure

At present, conditions of school infrastructure in BiH are not favourable. A large number of school buildings were constructed more than thirty years. Building were reconstructed partly with funds of responsible authorities in BiH and partly using international loans and donations, although these funds are not sufficient for
bringing school infrastructure to satisfying level. Due to lack of funds, most schools are not equipped with modern teaching aids. With regards to the implementation and utilization of information and communication technologies, situation is different in the entities and Brcko District.
In the frame of IPA 2013 reconstruction and equipment supply for schools has been foreseen.

b. Class size and pupil-teacher ratio
In Bosnia and Herzegovina there are 334,377 pupils in regular primary education and 1,026 pupils with special needs, in total 335,403 pupils. There are 151,680 pupils in secondary schools. In primary education 24,536 teachers is employed which is 13.67 pupils per teacher. In primary education for children with special needs work 282 teachers, which is 3.6 pupils per teacher. Number of 12,149 teachers is employed in secondary education and it is approximately 12.5 pupils per teacher.
All data regarding class size and pupil-teacher ratio, Please consult the following Agency for Statistic of BiH link

c. Teacher qualification
In order to acquire new knowledge, advancement and professional development, the teaching staff, pedagogues, psychologists, defectologists, speech pathologists, and school principals shall be covered by mandatory training, advancement and verification programs. Such programs shall be established by the education authorities in the entities, cantons, and the Brcko District of Bosnia and Herzegovina, in line with the principles and standards defined in the Framework Law on Primary and Secondary Education (Article 21).
All completed students of teacher faculties in the state are entitled to receive the title of teachers. This means, students who complete pedagogic academies and faculties which give the titles of graduated teachers. As an exception, such students who complete technical or other non-teaching study groups, but wish to work in teaching, are required to pass the pedagogic and psychological or didactical and methodical group of subjects. The same rule also applies to persons who have working experience in other areas, but who have no working experience in teaching. Educators at preschool institutions, institutes and student homes, teachers and expert associates at primary and secondary schools who are to be employed for the first time are required to pass expert examinations after the expiry of one but not more than two years of working directly in upbringing and education.
Pedagogic standards and norms govern the standards for educational and occupational competences of teachers, the quotas on the volumes (teaching quotas and working quotas for all employees at schools) and conditions of work, as well as the numbers of children at preschool institutions and of pupils in classes at primary and secondary schools. These norms and standards are determined for each level of education authorities by themselves, specifically based on the general standards contained in the state-level laws.
d. **Working conditions for teachers and their professional development**

In regard to the working conditions for teachers, please see point 2a. Teachers are included in obligatory training programs on the level of pedagogical institutions, but verification of the training programs for teachers are not developed on the state level as well as professional promotion.

e. **School curricula content and pedagogical materials**

The education curricula in Bosnia and Herzegovina are passed by the related ministries at the level of the entity of the Republika Srpska, 10 cantons in the Federation of Bosnia and Herzegovina, and at the level of the Brcko District of BiH.

Education curricula are designed and developed at the pedagogic institutes. The existing pedagogic institutes in BiH also perform the tasks related to introduction of new principles and methods in the upbringing and education process, training of teachers, control and grading of the teacher and school performance, and the like. The curricula are prepared by the subject related working groups, and are then approved by the ministries. The members of the working groups are mainly the subject experts from schools, pedagogic institutes and university faculties.

Based on the provisions of the Framework Law on Primary and Secondary Education in BiH, the common core curricula have been adopted and have been applied at all public and private schools in the state. The common core curricula are a group of subjects, subject contents and topics relevant and mandatory for all pupils in BiH. The consent for application of the common core curricula has been granted by the ministers of education in BiH, by conclusion of the Agreement in 2003.

Pursuant to the Framework Law on Secondary Vocational Education and Training in BiH, the education curricula for secondary vocational education and training consist of the common core developed in compliance with the Framework Law on Primary and Secondary Education in BiH, curricula for vocational subjects and parts of the curricula designed at schools. Under the scope of the common core curricula, public and private schools have the freedom to create and implement teaching contents at their choice. The curricula at secondary vocational schools are developed as much as possible through application of modular methodology.

Pursuant to the applicable laws, the primary and secondary schools in BiH enjoy autonomy, which particularly includes the freedom of schools to develop and implement education contents according to the requirements of the local labor market, which contains not more than 30% of the overall curricula. Schools also enjoy an appropriate degree of autonomy in terms of hiring teachers and other staff, and freedom of work for teachers. Also, schools respect the freedom of teachers to teach using methods they deem appropriate, in appreciation of the standards and sustainability of the existing forms and methods in the teaching process and application of new ones.

The senate of the higher education institutions decides on any academic issues, including passing of education curricula for undergraduate, post-graduate and doctoral studies.
f. **Teaching-learning processes**
   Process of intercultural and inclusive education has been developing during a few last years in Bosnia and Herzegovina. Assessment and monitoring of students’ educational progress is conducted in schools. Teachers have possibility to individually choose teaching methods in line with teacher training delivered by pedagogical institutions.

g. **School management, including student and parents participation**
   Administration of the education system in school in described in Articles 50-55 of the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina (“Official Gazette of BiH”, no. 18/03).

h. **Methods to evaluate students performance and assess learning outcomes**
   The Agency for Preschool, Primary and Secondary Education is responsible for evaluation of students’ performance and assessment of learning outcomes at the state level (The Framework Law on Agency for Preschool, Primary and Secondary Education, Articles 4-6). The Agency conducted TIMSS evaluation in 2007. On the level of entity, district and canton evaluation is performed by competent services within responsible education authorities. Also, certain evaluations are performed by schools as well. In the Federation of Bosnia and Herzegovina evaluation of the first triage for 9-year primary education which included adjustment of curricula, teaching books, working methods and numbers of classes per week to age of pupils of first triage.
   In the area of higher education, methods to evaluate student’s performance and assess learning outcomes are defined by competent education authorities in BiH.

3. **Please identify the institutional mechanisms in your country used to collect and process information and assess adherence to norms and standards established to ensure quality of education**
   In Bosnia and Herzegovina there is the Agency for Statistics at the national level dealing with collection of data for education including higher education as well by using method of coordination with all relevant authorities.
   All three state agencies for education are using mechanisms of coordination with all relevant authorities in order to assure of quality of education.

4. **Please provide information on other relevant initiatives and developments aiming to promote quality in education.**
   Concerning the promotion of QA in higher education the Agency for Development of Higher Education and Quality Assurance has prepared the publication „Quality Assurance – European experiences and practice“ which is expected to be published soon; the workshop "Internal Quality System – how to prepare a Self-evaluation report” was held in Sarajevo, 27 – 29 October 2010 the goal of which was to provide training to HEIs on how to prepare a self-evaluation

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1 See Annex 2 – page 9
2 See Annex 3 – page 11
report; the Agency also held training workshops, both theoretical and practical, for experts conducting external evaluation of higher education institutions and study programmes; Regional Conference „From Quality Assurance to Quality Culture“ was held on 5 and 6 December 2011 in Sarajevo, the aim of which was to provide information about the progress achieved in the area of quality assurance in higher education of Bosnia and Herzegovina, current international and regional practice with concrete examples and challenges in the establishment of external quality assurance and accreditation system.
ANNEX I

OVERVIEW OF EDUCATION SYSTEMS IN BOSNIA AND HERZEGOVINA

Organization, Structure and Administration

Organization of education in Bosnia and Herzegovina is based on the constitutional system. The constitution of BiH defines Bosnia and Herzegovina as a state consisting of two entities: the Federation of Bosnia and Herzegovina, and the Republika Srpska, and of the Brcko District as a separate administrative unit. The entity of the Federation of Bosnia and Herzegovina constitutes of ten cantons.

Pursuant to the previously mentioned constitutional system, the area of education is in full and undivided competency of the entity of the Republika Srpska, ten cantons in the Federation of BiH and the Brcko District of BiH. Each of the twelve aforementioned administrations has its own ministry of education, laws in the area of education, education budgets, it determines the education policy and has all other rights and obligations arising from the mandate of the competent education authority, responsible for organization and functioning of education in their proper scopes of competency.

At the level of the entity of the Federation of BiH, there is the Federal Ministry of Education and Science, with a coordination role over the cantonal ministries of education. This ministry has the budget for education and uses it mainly to ensure the entitlements to education.

At the level of the state of Bosnia and Herzegovina, since 2003, the Ministry of Civil Affairs of BiH has received the competency in terms of „coordination of activities, harmonization of plans of the entity authorities and definition of international-level strategy in the area of education”\(^3\). Pursuant to its coordination role, this Ministry has no established system for financing of some specific form of education activities. Pursuant to its competencies, since 2003, the Ministry of Civil Affairs of BiH has been the initiator of adoption of five framework laws in the area of education at the state level (the largest number of these was in 2007), while the lower government levels have the duty to harmonize their laws with the state-level ones. Prior to being sent into the adoption procedure, each text of law was to receive approvals from all of the 13 ministries of education (ten cantonal, two entity ones and one from the Brcko District of BiH).

At the level of the state of Bosnia and Herzegovina, some of the aforementioned framework laws adopted established three agencies for education at the state level: Agency for Development of Higher Education and Quality Assurance (www.hea.gov.ba); Agency for Preschool, Primary and Secondary Education (www.aposo.gov.ba); the Center for Information and Recognition of Documents in the Area of Higher Education (www.cip.gov.ba).

\(^3\) Law on Ministries and Other Administrative Bodies of Bosnia and Herzegovina, „Official Gazette of BiH“, No. 5/03
Within the scope of the aforementioned organization of education, it is necessary to mention the significant institutions making up the structure of the education sector in the cantons, Republika Srpska, and the Brcko District of BiH: there are nine pedagogic institutes functioning (one in the Republika Srpska, two in the Herzegovina-Neretva Canton, and one each in Sarajevo, Tuzla, Zenica, Bihac, Gorazde and Brcko District of BiH).

They are tasked with development of education curricula, affirmation of new approaches and methods in the education process, organization of teacher training, counseling and assessment of performance for teachers, principals and schools in general, etc. Of the total number of pedagogic institutes, only three are autonomous organizations (the two institutes in Mostar and the institute in Bihac), whereas the rest perform under the ministries of education.
ANNEX 2

THE FRAMEWORK LAW ON PRIMARY AND SECONDARY EDUCATION IN BOSNIA AND HERZEGOVINA

X - Administration of the education system at schools

Article 50
The laws in the area of education and other legislation of the entities, cantons and the Brcko District of Bosnia and Herzegovina shall govern in more detail the issues related to establishment, organization and competencies of the authorities, bodies and procedures for administration of the education system.

The laws referred to in paragraph 1, of this Article, shall govern the competencies and responsibilities for administration of the education system, particularly in terms of financing of education, the relations between schools and education authorities, the relations of the education authorities and schools and the public community, partnership among all entities in education, school management, and any other issues of relevance to efficient administration of the education system.

1. School Authorities and Bodies

Article 51
Each school shall have a school board.
The school board shall be responsible for identification and implementation of the school policy, general management of the school’s operations and efficient utilization of the human resource and material resources.

The members of the school board shall be selected from among the school staff, founders of the school, local community and parents, based on the procedure prescribed in the law, and using the principle of parity representation of the representatives of the aforementioned structures.

The composition of the school administrative board must reflect the ethnic structure of children and parents, school staff and the local community, as it looks at any given moment, and in principle it should be based on the Bosnia and Herzegovina 1991. census. The duty of the school board member shall be performed on a voluntary basis and without fee.

2. School Principal
The school principal shall be appointed by the school board, using the procedure that shall be governed in more detail in the laws of the entities, cantons, Brcko District of Bosnia and Herzegovina, and the general enactments of the school.
The principal shall be responsible for daily management of the school and for directing of the pedagogical activities of the school.
3. Parents’ Council
Parents shall have the right to establish the parents’ council, and schools shall be obligated to assist them in this effort. The members of this council shall be elected by the pupils’ parents.
The method and procedure for establishment and proceedings of the parents’ council shall be determined in the general enactment of schools.
The parents’ council shall:
a) promote the interests of the school within the local community,
b) present the positions of pupils’ parents before the school board,
c) encourage the involvement of parents in the work of the school,
d) inform the school board on its positions when it deems necessary or upon the request of the school board, on any issue pertaining to the work and administration of the school, and
e) nominate the representative of parents for the school board.

4. Pupils’ Council
Article 54
Taking the age of pupils attending the schools into account, the school shall assist them in establishing the pupils’ council, tasked with the function to:
a) promote the interests of the school within the local community,
b) present the positions of pupils before the school board,
c) encourage the involvement of pupils in the work of the school, and
d) inform the school board on its positions when it deems necessary or upon the request of the school board, on any issue pertaining to the work and administration of the school.
The method and procedure for establishment and proceedings of the pupils’ council shall be determined in the general enactments of the school.

5. Expert Bodies of the School
Article 55
Schools shall have expert bodies: teachers’ council, class council, and expert working group.
The powers, composition and work methods of the expert bodies of schools shall be governed in more detail in the laws in the area of education at the levels of entities, cantons, Brcko District of Bosnia and Herzegovina, and in the general enactments of schools.
ANNEX 3

THE LAW ON AGENCY FOR PRESCHOOL, PRIMARY AND SECONDARY EDUCATION

Part three – Competencies of the Agency

Article 4
(Establishment of Standards in Preschool, Primary and Secondary Education)
The Agency shall be competent for establishment of standards for evaluation of the results accomplished and for development of the common core for curricula in preschool, primary and secondary education, and for other expert tasks in the area of knowledge standards and quality assurance as determined in separate laws and other regulations.

Article 5
(Establishment of Knowledge and Evaluation Standards)
In the area of establishing standards for knowledge and evaluation of the results accomplished, in preschool, primary and secondary education, and for other expert tasks in the area of knowledge standards and education quality assurance, the Agency shall be competent for:

a) establishment of standards for pupils’ knowledge and for evaluation of the results accomplished,
b) carrying out of research aimed at evaluation of development of pupils’ knowledge standards, evaluation of the results accomplished and publication of research results,
c) provision of advice to the competent education authorities related to the issues of prescribed knowledge standards and their application,
d) establishment and running of reporting mechanisms on the status of education in Bosnia and Herzegovina, in cooperation with the competent education authorities,
e) compilation, unification, processing and publishing of data on the quality and quantity of knowledge,
f) carrying out of external evaluation,
g) provision of guidelines for implementation of training programs for teachers and expert associates in the area of knowledge standards and external evaluation,
h) establishment of contacts with bodies having similar functions in other countries, as well as with international organizations and institutions, aimed at harmonization of the prescribed education standards,
i) provision of assistance in recognition of domestic certificates and diplomas in other countries, as well as in recognition of foreign certificates and diplomas in Bosnia and Herzegovina,
j) implementation of other activities related to establishment and application of knowledge and evaluation standards.

Article 6
(Development of the Common Core Curricula)
In the area of development of the common core curricula in preschool, primary and secondary education, the Agency shall be competent for:

a) monitoring of implementation of the common core curricula,
b) monitoring, evaluation, upgrading and development of the common core curricula, in line with the standards established in the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina (“Official Gazette of BiH”, no. 18/03).

c) Establishment of cooperation with pedagogic institutes and other institutions for support, modernization and development of preschool, primary and secondary education,

d) Provision of advice to the competent education authorities on design and implementation of new program contents (syllabus),

e) Provision of guidelines for preparation of programs for implementation of training for teachers and other education experts in application of the curricula,

f) Cooperation with the Commission for design of curricula for supplementary lessons from the group of the so-called national subjects for the pupils of primary and secondary schools – nationals of Bosnia and Herzegovina – abroad,

g) Implementation of other activities pursuant to this law and other laws pertaining to standards in preschool, primary and secondary education.